

Matching Assessment Methods with Achievement Targets

Pass out blank chart (on next page): Matching Assessment Methods with Achievement Targets. With a partner, put a check in the boxes that you feel represent a strong match. Discuss responses, then discuss chart which is already filled in. Discuss what can go wrong with different assessment tools and the need for multiple sources of assessment.

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	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge				
Reason/Solve Problems				
Skills				
Products				
Dispositions				

From Stiggins, Richard J. Student Centered Classroom Assessment, 2nd ed. (Merrill, 1997). A teacher's handbook distributed by the Assessment Training Institute, Portland, OR.

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	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target – three other options preferred	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option
Reason/Solve Problems	Can assess application of some patterns of reasoning	Written descriptions of complex problem solutions Can provide a window into reasoning proficiency	Can watch students solve some problems or examine some products and infer about reasoning proficiency	Can ask student to “think aloud” or can ask follow-up questions to probe reasoning
Skills	Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself		Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance
Products	Can assess mastery of the knowledge prerequisite to the ability to create quality products, but cannot use these to assess the quality of products themselves		Can assess: (1) proficiency in carrying out steps in product development, and (2) attributes of the product itself	Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality
Dispositions	Selected response questionnaire items can tap student feelings	Open-ended questionnaire items can probe dispositions	Can infer dispositions from behavior and products	Can talk with students about their feelings

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